DOCUMENT RESUME

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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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ABSTRACT

The bibliography cites 67 items relating to preschool and early childhood selected from "Exceptional Child Education Abstracts." Bibliographical data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. One in a series of over 50 similar selected listings in the area of handicapped and gifted children, the bibliography contains references on research reports, conference papers, journal articles, texts, and program guides. Author and subject indexes are also included. (RD)

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PRESCHOOL AND EARLY CHILDHOOD

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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EC032365

ABSTRACTS

ABSTRACT 10126

EC 01 0126 ED 016 341
Publ. Date Jan 67 25p.
Molitor, M. Graham
A Curriculum for the Pre-School Child.
Southern Wisconsin Colony Sch. Dept., Union Grove
Wisconsin Dept. Pub. Welfare, Madison, Div. Ment. Hygiene
EDRS mf,hc

Descriptors: exceptional child education; curriculum; mentally handicapped; preschool children; educable mentally handicapped; trainable mentally handicapped; institutional schools; institutionalized (persons); preschool curriculum; preschool programs; curriculum guides; residential schools; residential programs; Southern Wisconsin Colony and Training School

Planned to provide stimulation and experiences similar to those which a mother might provide at home, the preschool program of the Southern Wisconsin Colony and Training School serves the mentally handicapped. Experiences provide opportunities for indulgence of curiosity and imagination, comfortable competition with self and others, recognition and attention as an individual, participation to foster growth in individual capacities, and social participation. Experiences are outlined in four major areas--(1) self care, (2) body usage, (3) basic knowledge, and (4) self expression. Teaching suggestions are presented for each area. The bibliography lists 10 items. (DF)

ABSTRACT 10132

EC 01 0132 ED 013 118
Publ. Date Mar 67 59p.
Beery, Keith E.
Preschool Prediction and Prevention of Learning Disabilities.
San Rafael City Schools, California
Marin Co. Supt. Sch. Off., San Rafael, California
OEG-4-7-008742-2031, 068743-1507
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; tests; identification; preschool children; children; prediction; predictive measurement; prevention; auditory tests; task performance; prognostic tests; psychological tests; screening tests; longitudinal studies; language tests; psycholinguistics; Developmental Test of Visual Motor Integration; Illinois Test of Psycholinguistic Abilities; ITPA

The initial screening phase of a 4-year longitudinal study designed to predict and prevent learning disabilities in a general school population is reported. Children (aged 3 1/2 to 5 1/2) of an entire school district were invited to the schools to be screened for evidence of potential learning disability. These children were to be rescreened annually and tested for academic achievement at the conclusion of kindergarten and of first and second grade. Screening involved audiometric, visual, and psychological testing. Teachers administered the following tests to all children--Illinois Test of Psycholinguistic Abilities (ITPA), Developmental Test of Visual-Motor Integration (VMI), Kephart Perceptual-Motor Rating Scale, Peabody Picture Vocabulary Test, and Teacher's Behavioral Rating Scale. The 365 children in the experimental and control groups were assigned by matching sex, chronological age, mean ITPA language age, prekindergarten experience, and profile similarity. Results from the experimental children were forwarded to their future schools and physicians with suggestions for preventative guidance. It was found that boys did as well as girls in both the younger and older groups, which appears to be contrary to the more usual finding that girls are more ready than boys as they approach kindergarten age. Enrollment bias seems to be evidenced in the comparison between the results of older and younger children, as the younger children performed at a higher level, relative to their chronological ages, than did the older children. The test patterns revealed nearly twice as many visual-motor deficits as there were auditory-vocal deficits and almost twice as many association, encoding, and sequencing deficits as there were decoding (reception of information) deficits in both experimental and control groups. Figures and tables present statistical information. Thirty-six references are listed. (TM)

ABSTRACT 10218

EC 01 0218 ED 018 900
Publ. Date 66 9p.
Starkweather, Elizabeth K.
Potential Creative Ability and the Preschool Child.
Oklahoma State University, Stillwater
EDRS mf,hc

Descriptors: exceptional child research; gifted; preschool children; creativity; creative thinking; behavior; conformity; curiosity; research needs; measurement; measurement techniques; originality; task performance; motivation; research problems

A study which used a variety of behavioral tasks to study potential creativity in preschool children is presented. The behavioral tasks, especially designed for measurement of young children, are described on the dimensions of psychological freedom, willingness to try difficult tasks, freedom in use of conforming and nonconforming behavior, curiosity, and originality. The paper focuses upon the difficulties in measurement of young children and the need for other instruments, and proposes research about forces related to the development of characteristics of potentially creative children. The possibility that teachers could provide the child with the knowledge and experiences essential for responsible freedom to express creative abilities is explored. Five references are included. This document was published in the proceedings from the First Seminar on Productive Thinking in Education, Macalester College, St. Paul, Minnesota, pages 97-107, January 1966. (CB)

ABSTRACT 10321

EC 01 0321 ED 012 140
Publ. Date Mar 67 82p.
Templin, Mildred C.
The Identification of Kindergarten Children Least Likely to Show Spontaneous Improvement in Speech Sound Articulation. Final Report.
Minnesota Univ., Minneapolis, Inst. Of Child Development
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; tests; identification; articulation (speech); speech handicaps; kindergarten children; predictive ability (testing); children; speech handicapped; kindergarten; speech therapy; prediction; screening tests; diagnostic tests; identification tests

An attempt was made to determine whether the measured articulation performance of kindergarten children could predict which children would develop satisfactory articulation and which children would continue to misarticulate and need speech therapy by the second grade. In 1960, 2150 prekindergarten and kindergarten children were given a picture articulation test and imitation articulation test. In 1962, the children were tested with an imitation articulation test, the Spencer Articulation Test, and an intelligibility rating. For each of these tests a cut-off score was set to identify approximately the same percentage of children from the test group as were receiving speech therapy in elementary schools. Results showed the percentage of girls identified by all three tests was smaller than the percentage of boys. The 1962 imitation articulation test prediction was satisfactory for boys and girls but somewhat better for girls. The 1962 Spencer Articulation Test prediction was satisfactory for boys and girls but generally better for the boys. Prediction on the 1962 intelligibility rating was not satisfactory. The hypothesis was not supported that fewer children scoring inconsistently on the 1960 tests would need speech therapy in 1962 than children who scored consistently in 1960. Included are 24 references. (MY)

ABSTRACT 10382

EC 01 0382 ED 014 182
Publ. Date 66 316p.
Connor, Frances P.; Talbot, Mabel E.
An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education.
Columbia Univ., New York, New York, Teachers College
OEC-SAE-6444
EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upor. young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columia University, New York, New York, and is available for $3.25. (RS)

ABSTRACT 10558

EC 01 0558 ED 021 363
Publ. Date 65 46p.
Prescott, Elizabeth
A Pilot Study of Day-Care Centers and Their Clientele.
Children's Bureau (DHEW), Washington, D. C.
EDRS mf
CB-PUB-428-1965
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child research; preschool children; environmental influences; teachers; parents; administrative personnel; community agencies (public); private agencies; mothers; socioeconomic status; ethnic status; discipline; child care centers; child rearing; methods; behavior standards; interviews; day care services

The study considered what alterations in child rearing environment occur for children placed in group day care, and what effects family background and the emotional climate of the center have upon extent of alteration. The sample consisted of 30 centers and their directors, 67 teachers, and 250 mothers. Responses on the schedule of child rearing practices indicated that parents used punitive methods more frequently, whereas teachers used restriction. Teachers were more consistent in their enforcement of disciplne, modified their approach more according to the child's age, and were more interested in maintaining order and the smooth functioning of routine. Parents, on the other hand, had higher standards in areas of behavior with moral connotations. Because parents of low economic status were stricter than other parents and had higher expectations of behavior, their children were most likely to experience alteration. Among centers, differences were found in the degree to which teachers would accept behavior and in the type and amount of direction adults should give to children's activities. Additional data concern ethnic groups and their standards, the interviewers, and the centers' clientele, personnel, emotional climate, and programs. Specific behaviors are detailed. Conclusions stress the director's role and the discrepancy between standards and practices. Two tables are provided. (JD)

ABSTRACT 10636

EC 01 0636 ED 024 196
Publ. Date Jun 68 87p.
Bijou, Sidney W.
Research in Remedial Guidance of Young Retarded Children with Behavior Problems Which Interfere with Academic Learning and Adjustment. Final Report.
Illinois University, Urbana
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-23-1020-6002
BR-5-0961

Descriptors: exceptional child research; behavior; preschool children; mentally handicapped; reinforcement; teacher education; teaching methods; behavior change; operant conditioning; motivation; programed instruction; reading; writing; mathematics; parent participation

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies and most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography with 23 entries, a list of 10 publications resulting from this research, samples of program studies from the first 2 years, case studies, and eight figures are included. (Author/SN)

ABSTRACT 10647

EC 01 0647 ED 022 301
Publ. Date 68 96p.
Bateman, Barbara D.
Temporal Learning. Dimensions in Early Learning Series.
EDRS not available
Dimensions Publishing Company, San Rafael, California 94901.

Descriptors: exceptional child education; teaching methods; instructional materials; preschool education; elementary grades; home instruction; time; time perspective; teaching guides; concept formation; child development; learning disabilities; student evaluation; evaluation methods; cognitive development; primary grades

Designed to minimize time and cost to teachers and parents, the paperback emphasizes both ideas and practical tools for teaching temporal concepts. The concept of time is presented; the major studies of normal child development and how children come to understand time words and concepts are reviewed. Temporal disabilities (difficulties in learning the significance of sequence and time) are considered; and the evaluation of development is discussed in terms of tests. Specific suggestions are offered for teaching home, preschool, primary, and elementary school children. A bibliography annotates 61 entries; and a list gives sources and descriptions of 53 manipulative materials, two sets of programed materials, 10 filmstrips and transparencies, and 12 children's books. (DF)

ABSTRACT 10652

EC 01 0652 ED 023 243
Publ. Date Dec 67 91p.
Ross, Dorothea
The Use of Games to Facilitate the

Learning of Basic Number Concepts in Preschool Educable Mentally Retarded Children.
Stanford University, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-062263-1585
BR-6-2263

Descriptors: exceptional child research; mentally handicapped; recreation; mathematics; teaching methods; children; test reliability; test results; motivation; instructional materials; behavior change; group behavior; attention control; educable mentally handicapped; group tests; educational games

Group games were used to teach basic number concepts to educable mentally retarded children. The number concepts were integral but incidental to the intentional teaching of game skills. Subjects were 21 boys and 19 girls from eight classes, free of gross defects (means were IQ equals 66.22, age equals 7.9, mental age equals 5.11), and matched in pairs for chronological age, mental age, IQ, and scores on pre-experimental tests of number concepts, game skills, preference for social play, and voluntary social participation in school. The experimental group of 20 participated 100 minutes a week in a 9-month game program; the control group, also 20, attended a traditional math program; and both were tested at the middle and end of this period. The experimental group scored higher on both mid-experimental (p less than .003) and post-experimental (p less than .0003) measures on the Number Knowledge Test (test reliability equals 98% on Form A and 93% on Form B), higher on the post-experimental measure (p less than .002) on the spontaneous use of quantitative terms, and made fewer errors on both the mid-experimental (p less than .0005) and post-experimental (p less than .0005) tests on General Game Skills (test reliability equals 91%). Game and modeling procedures and attention directing variables (use of excitement and rewards) are suggested as teaching techniques for retarded children, and a handbook for teaching game skills is included. (Author/SN)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarde speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10791

EC 01 0791 ED 025 869
Publ. Date 68 90p.
Zigmond, Naomi K.; Cicci, Regina
Auditory Learning. Dimensions in Early Learning Series.
EDRS not available
Dimensions Publishing Company, San Rafael, California 94903 ($2.50).

Descriptors: exceptional child education; auditory evaluation; auditory training; teaching methods; language development; aural learning; listening comprehension; auditory discrimination; tests; preschool children; parent influence; instructional materials; elementary school students; auditory perception; learning disabilities; audition (physiology)

The monograph discusses the psychophysiological operations for processing of auditory information, the structure and function of the ear, the development of auditory processes from fetal responses through discrimination, language comprehension, auditory memory, and auditory processes related to written language. Disorders of auditory learning stemming from brain dysfunction (agnosia, aphasia, dyslexia, lack of discrimination ability, poor sequencing ability, or neurogenic learning disorders are discussed. Auditory learning is evaluated and an annotated list of tests sources is given encompassing hearing evaluation, infant and preschool tests, picture vocabulary, intelligence, readiness, memory, analysis, specific auditory abilities, synthesis, and research batteries. Suggestions made for teaching both preschool and school age children include methods for developing attention span, auditory discrimination and perception, memory, and language development. A list of teaching materials, 18 annotated references for parents and teachers, and a 50-item annotated bibliography are provided. (JB)

ABSTRACT 10834

EC 01 0834 ED 025 893
Publ. Date 66 180p.
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University Of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 10938

EC 01 0938 ED 026 782
Publ. Date 68 124p.
Getman, G. N. And Others
Developing Learning Readiness; A Visual-Motor-Tactile Skills Program. Teacher's Manual.
EDRS not available
McGraw-Hill Book Company, Webster Division, Manchester Road, Manchester, Missouri 63011.

Descriptors: exceptional child education; teaching methods; perceptual motor coordination; perception; eye hand coordination; eye movements; kinesthetic perception; visual discrimination; sensory training; visualization; memory; physical activities; motor development; learning readiness; space orienttion; tactual perception; preschool children; elementary school students

A flexible program for preschool, primary grades, or remedial classes provides opportunities for the child to achieve readiness for learning through the development of visual, motor, and tactile skills. A cardboard doll is discussed which may be utilized by the teacher and children in a variety of gymnasium routines to increase knowledge of body movements. Activities are described to enhance balance using the walking beam; also described are routines for practice in eye hand coordination and eye movement. Instructions are givn for exercises to improve form perception and visual memory. Space, material, and equipment needs are specified. (LE)

ABSTRACT 11070

EC 01 1070 ED N.A.
Publ. Date 15 Apr 68 272p.
Hess, Robert D., Ed.; Bear, Roberta Meyer, Ed.
Early Education; Current Theory, Research, and Action.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($6.95).

Descriptors: exceptional child education; child development; preschool children; environmental influences; cognitive processes; socialization; stimulus behavior; learning readiness; preschool programs; early childhood education; parent influence; culturally disadvantaged; research projects; language development; personality; enrichment; program evaluation; instructional technology

Seventeen rewritten and revised conference papers on early education consider early education as socialization, the effect of early stimulation in the emergence of cognitive processes, and the problem of timing in preschool education. The following are also discussed: conditions that facilitate or impede cognitive functioning and their implications for developmental theory and education; an early training project; time as a fourth dimension in early education; the theory of early childhood enrichment programs; maternal influences upon early learning; and Montessori approaches with culturally disadvantaged children. Additional topics include the reinforcement contingency in preschool and remedial education, implications of research in language development for preschool education, informal education during the first months of life, the Responsive Environments Project, early learning and personality, cognitive development in the preschool years, evaluation of preschool intervention programs, and major issues in early learning and preschool education. A bibliography cites 720 references. (DF)

ABSTRACT 11281

EC 01 1281 ED 022 296
Publ. Date Aug 66 126p.
Karnes, Merle B. And Others
Activities for Developing Psycholinguistic Skills with Preschool Culturally Disadvantaged Children.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; preschool children; communication (thought transfer); teaching methods; language; psycholinguistics; communication skills; information processing; learning activities; instructional materials; instructional aids; educational games; teaching guides

Intended as a guide, not as a curriculum, the manual presents activities designed to improve communication and information processing skills in culturally disadvantaged preschool children, as well as to ameliorate deficits. Generally following the Illinois Test of Psycholinguistic Abilities, except for a section on visual closure derived from Wepman, the manual is divided into 10 areas of communication processes: auditory decoding, visual decoding, auditory vocal association, visual-motor association, vocal encoding, motor encoding, auditory-vocal automatic, auditory-vocal sequential, visual-motor sequential, and visual closure. For each of the 10 areas activities are suggested, such as games, puzzles, drawings, musical adaptations, art projects, or dramatics. Explanations for use and diagrams are provided. Commercially manufactured items for each area are listed with source of supply. (JB)

ABSTRACT 11348

EC 01 1348 ED 002 797
Publ. Date 62 312p.
Fouracre, Maurice H. And Others
The Effects of a Preschool Program upon Young Educable Mentally Retarded Children: Volume 1, The Experimental Preschool Curriculum.
Columbia University, New York, New York, Teachers College
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6444 CRP-167-2

Descriptors: exceptional child research; mentally handicapped; preschool children; curriculum; program planning; mental retardation; educable mentally handicapped; child development; preschool programs; group experience; teaching methods; experimental curriculum; curriculum development; imagination; self help programs; physical development; manipulative materials; emotional development; social development; creative expression; New York City

A special education program was developed for preschool, educable mentally handicapped children in New York City. Developmental aspects of curricular programing included the following types of classroom activities: intellectual, creative and imaginative, social, emotional, manipulative, motor, and self help. The study had a cross-sectional, longitudinal overlap design: a new group was brought into the experimental situation each year for three regular school terms. The children manifested in anticipated growth in attending to their assigned tasks. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the children are described. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits. (JH)

ABSTRACT 11362

EC 01 1362 ED N.A.
Publ. Date 65 171p.
Spotlight on Day Care. Proceedings of the National Conference on Day Care Services (Washington, D.C., May 13-15, 1965).
Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CB-438-1966
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.55).

Descriptors: exceptional child services; family (sociological unit); day care services; day care programs; working women; working parents; after school programs; disadvantaged youth; educational programs; preschool programs; child welfare; parent child relationship; cognitive development; federal aid; community services; personnel; socioeconomic influences

The proceedings include five general addresses on day care, day care services, education and welfare programs, poverty, and present needs. Papers presented in subcommittee treat community mobilization in providing day care, the values of day care for the family, the relationship of services to the child, and administration and personnel. Summaries are provided of the preconference meeting and of the state and city meetings; also included are 135 recommendations generated under eight headings: mobilizing the community; costs and financing; variety of day care services for culturally deprived and others; parent involvement, administration, salary scales, and personnel policies; staffing, including recruiting, training, and volunteers; licensing and standards; and research. (DF)

ABSTRACT 11539

EC 01 1539 ED 029 441
Publ. Date Dec 65 280p.
Stewart, Joseph L.
Effectiveness of Educational Audiology on the Language Development of Hearing Handicapped Children. Final Report.
Denver University, Colorado
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-8966 CRP-969
BR-5-0377

Descriptors: exceptional child research; aurally handicapped; preschool children; auditory training; testing; hearing

aids; parent counseling; multisensory learning; language development; articulation (speech); nursery schools; hard of hearing; program evaluation; parent participation; speech skills; group therapy; preschool programs

Two groups of hard of hearing children entered educational audiology programs between the ages of 6 to 42 months. Of these, 12 children in a unisensory program (U-) and 16 in a multisensory program (M-) were evaluated for speech and language development after they had reached their fifth birthdays. Children in the experimental U-group were first tested for hearing and fitted with an aid, then were given auditory training at home and group therapy sessions. At age 3, they were evaluated for placement in an enriched nursery school program, which also trained them primarily through the auditory sense. Guidance and psychological counseling were provided for the parents. Results indicated that the U-group was markedly superior on all measures of speech and language acquisition, although less so on the Templin-Darley articulation test. On all other measures (mean length of responses, mean of five longest responses, number of one-word responses, number of different words, and structural complexity score), results for the U-group appeared to indicate the advisability of unisensory management. Findings suggested that U-management may be of most benefit to children whose residual hearing extends into the high frequencies and whose hearing losses are relatively flat. (JD)

ABSTRACT 11592

EC 01 1592 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. And Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11666

EC 01 1666 ED N.A.
Publ. Date Jan 68 62p.
Project Genesis; Pre-School Diagnosis and Programming.
Lakeview Public Schools, St. Clair Shores, Michigan
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEG-3-7-703522-3823 P-67-03522-0
Lakeview Public Schools, Office Of The Administrator, 25901 Jefferson Avenue, St. Clair Shores, Michigan 48081.

Descriptors: exceptional child services; preschool children; identification; program planning; staff role; professional personnel; qualifications; salaries; agency role; pilot projects; individualized programs; emotionally disturbed; mentally handicapped; physically handicapped; speech handicapped; visually handicapped; learning disabilities; diagnosis and evaluation; disadvantaged youth; federal aid

The introduction of a project designed to evaluate children before they enter kindergarten for potential learning problems lists additional objectives and the results of screening preschool children. Post-screening planning for each child, development of a workshop to prepare programers, presentations for parent and faculty education, and recommendations are discussed. A description of pilot programs in two school districts includes the scope, educational facilities and services in the communities, diagnostic needs, and finances. The areas of disability to be considered are the following: learning disorders, including motor, perceptual, and conceptual problems; mental retardation; emotional disorders; speech and language disorders; inadequate experiential backgrounds; social incompetencies; and physical disabilities. Also treated are services to children, parents, and teachers; followup calls; procedures and staff role at the clinic; and program planning, including personnel and staff roles, meetings, fund requests, consultants, federal aid, and related services and activities involved in the program development. The participation of nonpublic school children in the program, evaluation methods, dissemination of information, and professional personnel qualifications and responsibilities are described. (RP)

ABSTRACT 11952

EC 01 1952 ED N.A.
Publ. Date 58 185p.
Groht, Mildred A.
Natural Language for Deaf Children.
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., 1537 35th Street, N. W., Washington, D. C., 20007 ($5.50).

Descriptors: exceptional child education; aurally handicapped; teaching methods; language instruction; preschool education; vocabulary development; oral communication; verbal communication; language arts; language skills; writing skills; written language; composition skills (literary)

The development of language in very young children, both hearing and deaf, is described; methods of natural language instruction are suggested for deaf children in nursery school and preschool programs. Also presented are instructional methods for deaf children at eight age levels between first grade and high school graduation, sequentially designed to help these children to grow in awareness, learn by doing, explore new

worlds, establish patterns of self expression, enrich self expression through imagination, grow in independence, achieve freedom of expression, prepare for broader horizons, and be on their own. A concluding chapter explains the teacher's role in implementing natural language instruction. (JD)

ABSTRACT 12040

EC 01 2040 ED N.A.
Publ. Date Feb 69 34p.
Policies and Procedures; Handicapped Children's Early Education Assistance Act.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available

Descriptors: exceptional child education; preschool children; legislation; program planning; early childhood education; educational finance; project applications; federal aid; primary grades; program proposals; demonstration programs; grants; handicapped children; federal legislation; Public Law 90-538; Handicapped Childrens Early Education Assistance Act of 1968

A description of the policies and procedures of the Handicapped Children's Early Education Assistance Act includes the necessary information for planning a program. The following are discussed: introduction; project requirements such as program activities, advisory council, evaluation, training of personnel, coordination with other agencies, and local contributions; application procedures including term and nature of proposal, application form, body of the application, budget considerations; supplementary information, including details about submitting proposals, and negotiation procedures; and grant terms and conditions. (LE)

ABSTRACT 20333

EC 02 0333 ED N.A.
Publ. Date 16 Jun 69 139p.
Beard, Ruth M.
An Outline of Piaget's Developmental Psychology for Students and Teachers.
EDRS not available
Basic Books, Publishers, 404 Park Avenue South, New York, New York 10016 ($4.95).

Descriptors: early childhood; child development; cognitive development; perceptual development; motor development; perrceptual motor coordination; concept formation; perceptual motor coordination; concept formation; imitation; thought processes; logical thinking; problem solving; Jean Piaget

Designed as a text for students and teachers wishing to know more about Piaget's work, chapters discuss six stages of child development: the development of intelligence, the sensori-motor period, the preconceptual substage, the intuitive substage, the sub period of concrete operations, and the period of formal operations. Also included is a bibliography of reference material. (JP)

ABSTRACT 20417

EC 02 0417 ED N.A.
Publ. Date 67 90p.
Witmer, Helen L., Ed.
On Rearing Infants and Young Children in Institutions.
Social And Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CBRR-1
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: exceptional child services; disadvantaged youth; preschool children; child development; environmental influences; early childhood; residential programs; infants; institutionalized (persons); institutional environment; day care services; day care programs; experimental programs; program development; program proposals; program planning; institutional personnel; residential care

Research papers representing the work of the Children's Bureau and others not associated with the Bureau are given which report the findings of studies of child health and welfare services and the feasibility of rearing deprived infants and young children in residential facilities. Papers consider the following topics: contributions of healthy families to young children's developmental needs; characteristics, needs, and group care of preschool children; a description of a residential nursery for infants at the Children's Home Society in Greensboro, North Carolina; the organization of Abbott House, a residential institution for young children in Irvington-on-Hudson, New York; and the operation of an experimental day care center for young children at the Children's Center, Syracuse, New York. Also included are discussions of plans for a research-oriented day care center for 240 children (studied from birth) in Chapel, Hill, North Carolina; and problems of site selection, staffing, daily schedule of children's activities, health care, and community organization in providing residential group care, and obstacles to good foster care. Conclusions by the editor on the major points covered during the discussion of the papers are given. (AB)

ABSTRACT 20481

EC 02 0481 ED N.A.
Publ. Date Mar 69 173p.
Piaget, Jean; Inhelder, Barbel
The Psychology of the Child.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($5.95).

Descriptors: exceptional child research; cognitive processes; child development; child psychology; thought processes; abstract reasoning; critical thinking; logical thinking; problem solving; perceptual development; sensory integration; sensory experience; learning theories; learning processes; discovery processes; inductive methods; moral values; concept formation; early childhood; Piaget (Jean)

A summary of Piaget's child psychology covers his theories of cognitive development from birth to adolescence. Included are discussions of sensory motor intelligence, the construction of reality, the cognitive aspect of sensory motor reactions, the affective aspects of sensory motor reactions, perceptual constancies and perceptual causality field effects, perceptual activities, perceptions and concepts and operations, the semiotic function and imitation, symbolic play, drawing, mental images, memory and structure of image-memories, and language. Also presented are discussions of the three levels in the transition from action to operation, the genesis of concrete operations, causality and chance in representation of the universe, social and affective interactions, moral feeling and judgement, formal thought and the combinatorial system, the two reversibilities, the formal operatory schemes, the induction of laws and the dissociation of factors, the affective transformation, and a summary of factors in mental development. (LE)

ABSTRACT 20649

EC 02 0649 ED N.A.
Publ. Date 65 383p.
Sears, Robert R. And Others
Identification and Child Rearing.
Stanford University, California, Laboratory Of Human Development
Ford Foundation, New York, New York;
National Institutes Of Health, Bethesda, Maryland
EDRS not available
Stanford University Press, Stanford, California 94305 ($8.50).

Descriptors: child development; child rearing; preschool children; parent child relationship; mother attitudes; sex differences; reinforcement; aggression; role perception; identification (psychological); self actualization; behavior patterns; behavior development; imitation; sex role

Forty 4-year-old children and their parents were studied to determine the interrelationships of several types of behavior presumed to be products of identification (adult role, aggression, sex typing and gender role, and conscience) and to determine the childrearing antecedents of such behavior. The children (21 boys, mean age 4-9, and 19 girls, mean age 4-10) were observed in a nursery school and in various standardized assessment situations; both parents were interviewed and the mothers given attitude scales and observed in mother-child sessions. Results indicated a high correlation of behaviors in the girls and a less coherent pattern in the boys; results regarding childrearing antecedents suggested that the reward for dependency was a suitable substitute for dependency drive as a designation of the source for reinforcement for imitative responses. Conclusions were as follow: children of both sexes initially adopt feminine-ma-

ternal behavior patterns by modeling or tuition; boys develop a cognitive concept of the male role in their first 3 or 4 years and begin to shape their behavior toward it by modeling themselves after available models (the father); and masculinity and femininity both appear to be more influenced by parental attitudes toward the control of sex and aggression than by any aspect of the availability or the behavior of the models. (JD)

ABSTRACT 20653

EC 02 0653 ED N.A.
Publ. Date 67 568p.
Hellmuth, Jerome, Ed.
Exceptional Infant, Volume 1, The Normal Infant.
EDRS not available
Special Child Publications, 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($12.50).

Descriptors: exceptional child research; child development; infants; interdisciplinary approach; research methodology; animal research; individual differences; clinical diagnosis; affection; psychological needs; predictive ability (testing); perceptual motor learning; visual stimuli; parent child relationship; stimulus behavior; socialization; curriculum; environmental influences; family environment; early childhood education

An interdisciplinary approach to the study of exceptional infants focuses on studies of normal infant development from the standpoint of learning. Papers review pediatric and psychological examination of the infant, neonatal and infant reflexology, developmental evaluation of very young infants, temperament in the normal infant, and early affective development. Also considered are the significance of individual differences at birth for later development; the predictive value of infant behavior examinations; and research trends in infant learning. Experience in early human development is described in terms of the development of visually directed reaching and of the plasticity of sensorimotor development in the human infant; also discussed are ordinality in the development of schemas for relating to objects, the growth of face schema, the predictive value of changes in visual preferences in early infancy, perceptual misinformation in the deviant infant, and the development of focused relationships during infancy. Further papers treat determinants of relevance of stimuli in an infant's development, social class level and stimulation potential of the home, the process of primary socialization in canine and human infants, implications of primate research for understanding infant development and a concept of infant curriculum. (LE)

ABSTRACT 20662

EC 02 0662 ED N.A.
Publ. Date Oct 66 144p.
DeHirsch, Katrina And Others
Predicting Reading Failure.
Columbia-Presbyterian Medical Center, New York, New York, Pediatric Language Disorder Clinic
Health Research Council, New York, New York
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child research; learning disabilities; identification; reading; tests; predictive measurement; preschool children; preschool evaluation; reading readiness; reading achievement; perceptual motor coordination; spelling; writing; minimally brain injured; reading failure; followup studies; prediction; premature infants; maturation; dyslexia

Presented are the results of a study to predict reading, writing, and spelling disabilities among preschool children. Thirty boys and 23 girls from lower middle class backgrounds with a medium age of 5 years 10 months and IQ's between 84 and 116 were administered 37 tests. The tests, presumed to reflect perceptual motor and linguistic competencies essential to later academic achievement, were correlated with end-of-first grade and end-of-second grade academic performance in reading, writing and spelling. The measures most predictive of later academic performance were identified and a battery of selected instruments to identify preschool children who present high risk of becoming future academic failures was recommended for psychologists and teachers. Supplementary analyses of failing readers and prematurely born children used the entire test battery. Clinical observations and study results were used to formulate recommendations for educational diagnosis and teaching. (AB)

ABSTRACT 20688

EC 02 0688 ED N.A.
Publ. Date 68 267p.
Engel, Rose C.
Language Motivating Experiences for Young Children.
EDRS not available
Don Figge Associates, 6518 Densmore Avenue, Van Nuys, California 91406 ($4.95).

Descriptors: exceptional child education; early childhood education; language development; language enrichment; language programs; language instruction; learning experience; sensory experience; art activities; cooking instruction; dramatic play; music activities; perceptual motor learning; science activities; story reading; instructional trips; group activities; lesson plans; instructional materials

In response to teacher demand, the book presents source materials of experiences suitable for use in a variety of programs for young children. Introductory material reviews speech and language acquisition and development. A chart shows normal language development from 1 month through 7 years with suggestions for program planning including equipment and proper climate for language. The major portion of the book is devoted to lesson plans and experiences in specific curriculum areas: art, cooking, daily procedure, dramatic play, material experiences, motor activities, music, science, sensory experiences, stories, trips, water play, small group activities, and available books for teachers and children. Each lesson lists necessary materials and outlines procedures. Included are appendixes with language evaluation scales, a check list, profile sheet, and a table of developmental progress. (JB/JM)

ABSTRACT 20804

EC 02 0804 ED N.A.
Publ. Date 61 125p.
Molloy, Julia S.
Teaching the Retarded Child to Talk; A Guide for Parents and Teachers.
EDRS not available
The John Day Company, 62 West 45th Street, New York, New York 10036 ($3.50).

Descriptors: exceptional child education; mentally handicapped; preschool children; speech instruction; speech handicapped; speech improvement; home instruction; parent role; retarded speech development; language development; teaching methods; instructional materials; listening skills; social development; Mongolism

The guide for parents and teachers of young retarded children with speech problems presents the causes of speech difficulty and descriptions of the normal pattern of speech learning. Specific steps of instruction are provided including mouth exercises, listening skills, and vocabulary guidelines. The appendix lists recommended materials. (RD)

ABSTRACT 20806

EC 02 0806 ED N.A.
Publ. Date 58 216p.
Kirk, Samuel A.
Early Education of the Mentally Retarded.
EDRS not available
University Of Illinois Press, Urbana, Illinois 61801 ($6.00).

Descriptors: exceptional child research; mentally handicapped; preschool children; environmental influences; educable mentally handicapped; foster family; preschool programs; disadvantaged youth; etiology; intellectual development; social development; case studies (education); institutionalized (persons); early childhood education; family influence; evaluation techniques; family background

To provide factual data for or against the general contention that special educational provisions at a young age can alter the rate of development of mentally retarded children, 81 children between the ages of 3 and 6, with IQ's between 45 and 80, were studied for 3 to 5 years. The children were divided into four groups: the community preschool group; community contrast (did not attend preschool) group; institution preschool group; and institution contrast (did not attend preschool) group. Case studies of the experimental children and statistical comparisons of the preschool and contrast groups indicated that 70%

of the children who received preschool training showed an acceleration in rates of growth and retained that level during the follow up period. The over all IQ and Social Quotient (SQ) increases of the preschool groups beyond those of the contrast groups on the Binet, Kuhlmann, and Vineland Scales were all significant beyond the .05 level. Children living in psycho-socially deprived homes who did not attend preschool tended to remain at the same rate of development or to drop to lower levels. Both community and institutional preschool groups increased about 10 points in IQ and SQ during the preschool period. The community contrast group children generally retained their original IQ's and SQ's but the IQ and SQ of the institution contrast group tended to drop during the preschool period. Case histories are included. (LE)

ABSTRACT 20874

EC 02 0874 ED 028 570
Publ. Date 69 65p.
Sunderlin, Sylvia, Ed.; Wills, Brooke, Ed.
Nutrition and Intellectual Growth in Children.
Association For Childhood Education International, Washington, D. C.
EDRS not available
BULL-25-A
Association For Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.25).

Descriptors: exceptional child research; disadvantaged youth; nutrition; child development; intellectual development; educational needs; health; food; economic disadvantagement; incidence; diseases; poverty programs; foreign countries; school programs; federal aid; government role; biochemistry; infants; dietetics; mothers; mentally handicapped; mental retardation

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenfield and F.J. Stare discuss nutritional prospects for the future; M.L. Cronan describes the role of the school in providing for nutrition; and M.J. Brennan treats conservation, resources, and education. (JD)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20968

EC 02 0968 ED 033 508
Publ. Date 69 53p.
Sklar, Maurice
How Children Learn to Speak.
EDRS not available
Western Psychological Services, Editorial Department, Box 775, Beverly Hills, California 90213 ($3.25).

Descriptors: exceptional child education; language development; retarded speech development; preschool children; parent role; etiology; environmental influences; language handicapped; teaching methods; speech handicapped; verbal development; behavior patterns

Directed both to parents and to professionals, the manual explains factors involved in normal and abnormal language development. Language disorders are discussed, and methods and sources of help are described. (JD)

ABSTRACT 21022

EC 02 1022 ED N.A.
Publ. Date 55 544p.
Caplan, Gerald, Ed.
Emotional Problems of Early Childhood.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child services; exceptional child research; emotionally disturbed; preschool children; psychotherapy; personality; prevention; parent counseling; research methodology; family relationship; child psychology; psychotic children; clinical diagnosis; hospitalized children; schizophrenia; emotional problems; mental illness; social work; early childhood; case studies; parent child relationship

Clinical cases, discussions, and research reports are compiled in the areas of preventive aspects of child psychiatry, the relation of physical and emotional factors and problems of hospitalization, and problems of psychosis in early childhood. A commentary on additional observations of early childhood psychosis, and an appendix containing the organization and procedure of the International Institute of Child Psychiatry is included. (RD)

ABSTRACT 21185

EC 02 1185 ED N.A.
Publ. Date 69 123p.
Child Welfare League of America Standards for Day Care Service.
Child Welfare League Of America, Inc., New York, New York
EDRS not available
Child Welfare League Of America, Inc., 44 East 23rd Street, New York, New York 10010 ($2.50).

Descriptors: day care services; social agencies; day care programs; standards; social work; social welfare; child care; child care centers; health programs; community planning; administrative organization; physical facilities; parent role; legal responsibility; program planning

After consideration of current knowledge of the developmental needs of children, goals or standards established for day care services are presented. Areas of discussion are day care as a child welfare service, the integration of social work, health, and education in day care service, the parental role, the education and care of children in group day care and family care homes, health programs, and social work in day care centers. Attention is also given to considerations of day care service for school age children, building and equipment needs, the organization and administration of agencies providing services, and community planning and organization for day care services. The initial paragraph of each section sets forth the desired standard. (JM)

ABSTRACT 21290

EC 02 1290 ED 027 939
Publ. Date 68 115p.
Cawley, John F. And Others
An Appraisal of Head Start Participants and Non-Participants: Expanded Considerations on Learning Disabilities Among Disadvantaged Children.
Connecticut University, Storrs, School Of Education
Office Of Economic Opportunity, Washington, D. C.
EDRS mf,hc
OEO-4177

Descriptors: exceptional child research; academic performance; comparative

analysis; compensatory education programs; culturally disadvantaged; individual differences; program evaluation; factor analysis; intervention; kindergarten; longitudinal studies; mental development; program effectiveness; student characteristics; test reliability; preschool programs; Detroit Tests of Learning Aptitude; Head Start; Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test; Stanford Binet

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of comparing the developmental status of HS and NHS subjects, examining patterns of specific learning disabilities among HS and NHS children, determining the stability coefficients of selected instruments, and analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 78 non-Head Start disadvantaged children. Available data indicated that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend: there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities. (WD)

ABSTRACT 21303

EC 02 1303 ED 031 295
Publ. Date Aug 68 51p.
Fargo, George A. And Others
Evaluation of an Interdisciplinary Approach to Prevention of Early School Failure. Follow-Up Study, Final Report.
Hawaii University, Honolulu
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; preschool education; behavior rating scales; clinical diagnosis; compensatory education programs; educational diagnosis; failure factors; interdisciplinary approach; intervention; kindergarten children; predictive ability (testing); preschool programs; psychological evaluation; tutorial programs; prevention; teacher education; identification; Behavior Rating Scale; Frostig Developmental Test of Visual Perception; Head Start; ITPA; PPVT; Stanford Binet

Forty-two preschool children participated in this 2-year Head Start research project conducted at the University of Hawaii. The objectives of the overall project were the following: to focus interest on the need for early intervention with poorly-functioning preschool children with the intent to offer services of a preventive rather than remedial function; to demonstrate the need for and value of an interdisciplinary approach to diagnosis and education planning; and to serve as a training function for prospective teachers and pediatric residents. Two other objectives were added for the second, or followup, year of the project: assessment of the ability of the members of the original disciplinary team to predict success in school at the preschool level and assessment of the progress of problem children who received the special education intervention. The objectives were successfully realized, and it was found that there was a need for more interdisciplinary services for children in Hawaii and a need for early identification of an educational and medical intervention with high-risk children. (WD)

ABSTRACT 21326

EC 02 1326 ED N.A.
Publ. Date Jan 70 285p.
Piaget, Jean
The Child's Conception of Time.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($7.95).

Descriptors: cognitive processes; time; time perspective; concept formation; cognitive development; child development; conservation (concept); age; association (psychological); thought processes; early childhood; abstract reasoning; logical thinking

A discussion of the child's conception of time focuses first on a laboratory experiment (flow of liquid from one flask to another and reconstruction of successive levels of the liquid by means of diagrams) and on the methods used by young children in ordering successive events and in estimating durations. Various operations in physical time considered are the succession of perceptible events, simultaneity, the equalization of synchronous durations, the colligation of durations, the additive and associative composition of durations, and the measurement of time. The third focus of the text is an analysis of lived time (the notion of age and psychological duration) in the light of the time schemata constructed by the subjects in the course of their adaptation to the outside world. (Author/RJ)

ABSTRACT 21351

EC 02 1351 ED N.A.
Publ. Date 68 107p.
Brison, David W., Ed.; Hill, Jane, Ed.
Psychology and Early Childhood Education. Monograph Series No. 4.
EDRS not available
Papers Presented At The Ontario Institute For Studies In Education Conference On Preschool Education (Toronto, November 15-17, 1966).

Descriptors: exceptional child education; preschool education; preschool programs; early childhood education; conference reports; disadvantaged youth; program evaluation; educational theories; program descriptions; teaching methods; psycholinguistics; academic achievement; reinforcement; student behavior; psychology; educational objectives; Durham Education Improvement Program

A conference on preschool education (1966) had as its objectives the examination of two preschool programs for the disadvantaged, a look at priorities in early education, and an evaluation of the potential contributions of psychological research. Papers presented on these themes are the following: a discussion by Philip Reidford of recent developments in preschool education including theory and research on four different types of programs; a paper by Carl Bereiter and Siegfried Engelmann on their preschool program at the University of Illinois (curriculum and teaching approaches); theoretical assumptions underlying the Durham Education Improvement Program by Robert L. Spaulding; priorities in early education by Siegfried Engelmann; psychology and early education by Carl Bereiter; and reactions to Dr. Bereiter's paper by David Olson, David Ausubel, Robert L. Spaulding, and Daniel E. Berlyne. A summary by David W. Brison analyzes the objectives of the two preschool programs and looks at how their objectives are achieved. (RJ)

ABSTRACT 21659

EC 02 1659 ED N.A.
Publ. Date 69 289p.
Hunt, J. McVicker
The Challenge of Incompetence and Poverty; Papers on the Role of Early Education.
EDRS not available
University Of Illinois Press, Urbana, Illinois 61801 ($9.50 HC, $3.45 PB).

Descriptors: exceptional child education; culturally disadvantaged; economically disadvantaged; early childhood education; preschool programs; intellectual development; personality theories; cognitive development; ability; prevention; motivation

The collection of papers and reports on the role of early education of economically and culturally deprived children includes topics such as the psychological basis for using preschool enrichment as an antidote for cultural deprivation, the evaluation of current concepts of intellectual development, and traditional personality theory in the light of recent evidence. Also discussed are the epigenesis of intrinsic motivation and the fostering of early cognitive development, political and social implications of the role of experience in the development of competence, the prevention of incompetence, and poverty versus equality of opportunity. The text is rather heavily referenced, and provides subject and author indexes. (JM)

ABSTRACT 21781

EC 02 1781 ED 034 907
Publ. Date Dec 69 164p.
Exceptional Children Conference Papers: Early Childhood Education--An Overview.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

Descriptors: exceptional child education; early childhood education; educational philosophy; early experience; perception; parent role; identification; preschool education; cognitive development; psychological characteristics; educational objectives; infants; environmental influences; Head Start

Eight conference papers on early childhood education give a philosophical overview to the instruction of young children. Contents include a presentation by Edward W. Martin on a new outlook for early education of handicapped children and a report by Mrs. Betty Dubnoff on the case for early identification and intervention. Other presentations include a discussion on the rationale for early identification by Bettye M. Caldwell, the rationale and curriculum framework for an infant education system by John Meier and Leslie Segner, and a review of various studies of Head Start Programs through a historical perspective by James S. Payne, Walter J. Cegelka, and John O. Cooper. The utilization of Piaget's theory of cognitive development is treated by Mortimer Garrison, Jr. Information is given on thoughts and concerns on the basic psychological needs in infancy and early childhood by Povl. W. Toussieng, and Marshall D. Schechter presents a conceptual model for understanding and dealing with perceptual problems. (WW)

ABSTRACT 21782

EC 02 1782 ED 034 911
Publ. Date Dec 69 57p.
Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; paraprofessional school personnel; inservice education; teacher aides; educational programs; course content; course objectives; program evaluation; teacher role; conference reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children. (RJ)

ABSTRACT 21783

EC 02 1783 ED 034 908
Publ. Date Dec 69 85p.
Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; environmental influences; disadvantaged youth; migrant youth; early childhood education; preschool children; learning disabilities; day care services; parent participation; cognitive development; verbal ability; teaching methods; testing problems; bilingual students; Mexican Americans; vocational education; design needs; conference reports

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families presented by Phyllis Levenstein, programmatic research on disadvantaged youth and an ameliorative intervention program by Merle B. Karnes and others, special education and disadvantaged Mexican Americans by Armando Rodriguez, disadvantaged migrant students and remediation through vocational education by William M. Smith, remediation and practical approaches to learning disabilities of migrant students by Aris Diaz, and environmental criteria for preschool day care facilities by Randolph L. Waligura and M. Thompson. (RJ)

ABSTRACT 21784

EC 02 1784 ED 034 910
Publ. Date Dec 69 121p.
Exceptional Children Conference Papers: Parent Participation in Early Childhood Education.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; parent participation; parent counseling; behavior change; identification; parent education; family involvement; infants; preschool children; child rearing; parent role; parent attitudes; conference reports

Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling. (RJ)

ABSTRACT 21905

EC 02 1905 ED N.A.
Publ. Date 69 52p.
McGahan, F. E.; McGahan, Carolyn
Detecting Potentials for Learning; A Handbook of Insights and Observations.
EDRS not available
Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; screening tests; identification; identification tests; learning readiness; testing; test interpretation; curriculum design; remedial instruction; diagnostic teaching; Early Detection Inventory

Designed to assist those using the Early Detection Inventory (a screening device to determine school readiness), the handbook discusses stress clues in Inventory administration, such as separation stress, initial task stress, school readiness stresses, age level expectancies for making a picture of a person and for reproduction of geometric figures, gross motor stress, and fine motor stress. Other aspects of using the Inventory are treated: conducting the teacher-parent conference, obtaining the family-social and medical history, and preparing the evaluative summary of the inventory. An example of a child's responses to the Inventory and the examiner's evaluative summary are provided. Curriculum designs to cope with detected stresses and areas of potential difficulty are suggested. Bibliographies list resources for parents and resources and materials for educators. (MS)

ABSTRACT 21978

EC 02 1978 ED 034 909
Publ. Date Dec 69 175p.
Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; curriculum; educational programs; early experience; visually handicapped; speech

handicapped; speech therapy; cerebral palsy; sequential approach; preschool children; curriculum development; classroom observation techniques; student behavior; student evaluation; parent participation; cleft palate; conference reports

Thirteen papers on early childhood education are presented on the following topics: stimulation and cognitive development of infants and younger children, curriculum development for young handicapped children, a rationale for sequencing instructional activities for preschool handicapped children, observation of educational activities and children's behavior in a nursery school, materials and procedures for assessing cognitive development in preschool children, a preschool program for young cerebral palsied children, the British Infant School Program, the program of the Human Development Training Institute (San Diego), two papers on the young visually impaired dealing with age ranges from birth to 3 years, and 3 to 6 years, and a service for parents and visually handicapped preschoolers in a metropolitan area. Also included are discussions of a demonstration project of speech therapy for preschoolers with cleft palate and new techniques in speech therapy for young children. (RJ)

ABSTRACT 21993

EC 02 1993 ED 036 006
Publ. Date 69 329p.
Furman, Robert A., Ed.; Katan, Anny, Ed.
The Therapeutic Nursery School; A Contribution To the Study and Treatment of Emotional Disburbances in Young Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; nursery schools; therapeutic environment; parent counseling; administrative policy; educational programs; preschool programs; parent role; parent child relationship; case studies; educational diagnosis; psychosomatic diseases; school role; followup studies

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships: with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects. (RD)

ABSTRACT 22150

EC 02 2150 ED N.A.
Publ. Date Mar 70 75p.
Illinois Journal of Education.
Office Of The Superintendent Of Public Instruction, Springfield, Illinois
EDRS not available
Illinois Journal Of Education; V61 N3 P1-75 Mar 1970

Descriptors: early childhood education; handicapped children; kindergarten; educational innovation; educational research; art education; administrator role; psychomotor skills; instructional materials; early reading; student teacher relationship

Devoted to early childhood education, the issue contains articles on the following topics; parent participation, tips for beginning kindergarten teachers, the concern in foreign countries, program suggestions focusing on living skills, creativity, and research and innovations in early childhood education. Also discussed are instructional criteria for a kindergarten art program, early education for the handicapped, interrelation of kindergarten with other levels of education, reading in kindergarten, the administrator's role in implementation, and a description of various learning activities. Motor coordination, basic materials and equipment, the teacher-child relationship, a dramatic presentation of Mary Poppins by handicapped students, and social studies offerings in Illinois Secondary Schools are considered. (RJ)

ABSTRACT 22299

EC 02 2299 ED N.A.
Publ. Date 69 81p.
Miel, Alice, Ed.
Developing Language Programs for Young Disadvantaged Children: Practical Suggestions for Teaching.
EDRS not available
Teachers College Press, Teachers College, Columbia University, 525 West 120th Street, Department TC, New York, New York 10027 ($2.50).

Descriptors: exceptional child education; disadvantaged youth; language development; early childhood education; teacher role; teacher aides; teaching methods; program planning; program evaluation

Suggestions are made for teaching standard American English to young children who speak a nonstandard version; the implications for persons who speak only nonstandard English are examined. The way in which language develops and teacher's attitudes toward language are discussed, as are the teacher's role in developing programs and the role of the paraprofessional. The operation of a language program is presented with specific steps for program planning. Ways of evaluating a program are also considered. (RJ)

ABSTRACT 22308

EC 02 2308 ED N.A.
Publ. Date 69 282p.
Weber, Evelyn
The Kindergarten: Its Encounter with Educational Thought in America.
EDRS not available
Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027 ($5.95 PB).

Descriptors: early childhood education; kindergarten; educational theories; educational history; educational development; curriculum development

The development of kindergarten programs is traced from the nineteenth century work of Froebel in Germany and the entrenchment of the Froebelian kindergarten in America. Efforts to break away from Froebelian ideas are illustrated in the work of Anna Bryan and John Dewey. The conflict between Froebel, scientific programs, and the Montessori method is presented. The application of new insights, the deepening thrust of science, and the evolution of the kindergarten-primary unit are considered. Specific kindergartens are used to point up curricular innovations of the 1920's, including expressionism. The child development point of view, pressures for change, new theoretical positions, and curricular issues are concluding topics. (RJ)

ABSTRACT 22484

EC 02 2484 ED N.A.
Publ. Date 69 157p.
Sharp, Evelyn
Thinking is Child's Play.
EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: early childhood education; mental development; cognitive processes; readiness (mental); educational games; childrens games; learning experience

Introductory chapters discuss the work of Piaget, the thinking processes of young children, and the timing involved in mental development. The majority of the text is devoted to examples of 40 games useful for aiding mental development in a pleasant atmosphere of play. Each game is diagramed and includes information on its purpose, materials needed, and commentary. (JM)

ABSTRACT 22543

EC 02 2543 ED 038 813
Publ. Date 69 49p.
Learning to Talk: Speech, Hearing, and Language Problems in the Pre-School Child.
National Institutes Of Health, Bethesda, Maryland
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.45).

Descriptors: exceptional child education; language development; speech handicapped; language handicapped; aurally handicapped; preschool children; parent role; audition (physiology); speech skills; hearing loss

Addressed to parents, the guide considers children with communication disorders. Information provided covers the nature of such disorders, the function of sound in talking, and the development of speech through the first 7 years of childhood. Factors that may be involved if the child has trouble learning to speak are explained, including hearing, speech, and language handicaps. The parent's role is defined, and books and services are reviewed. (JD)

ABSTRACT 22758

EC 02 2758 ED 039 700
Publ. Date May 70 35p.
Frost, Judith, Ed.; Meyers, Miriam, Ed.
Day Care Reference Sources: An Annotated Bibliography, May, 1970.
Minneapolis University Medical School, Minneapolis, Department Of Physical Medicine And Rehabilitation;
American Rehabilitation Foundation, Minneapolis, Minnesota, Kenny Rehabilitation Institute
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; day care services; annotated bibliographies; child care; child welfare; child development centers; working parents; economically disadvantaged; early childhood

The annotated bibliography of day care reference sources lists documents published for use within the federal government, publications of departments and bureaus within the federal government, publications by non-governmental associations and institutions, and materials distributed by the Minnesota Department of Public Welfare. Also included is information on reprints and books, bibliographies and catalogues, and organizations publishing materials on day care. (RD)

ABSTRACT 22855

EC 02 2855 ED N.A.
Publ. Date 66 77p.
Perryman, Lucile, Ed. And Others
Montessori in Perspective.
National Association For The Education Of Young Children, Washington, D. C.
EDRS not available
National Association For The Education Of Young Children, 1629 21st Street, N. W., Washington, D. C. 20009 ($2.00).

Descriptors: exceptional child education; disadvantaged youth; early childhood education; educational methods; preschool education; nursery schools; preschool programs; teaching methods; educational history; Montessori Method

A compendium of the ideas and methods of Dr. Maria Montessori is presented to aid teachers of young children in seeing Montessori in an historical perspective and to discuss the advantages and disadvantages of the Montessori method in the light of current knowledge of child growth and development. Thoughts on the revival of the Montessori method are expressed by the following authorities in the area of child development: Edward Wakin, Britta Schill and Eveline Omwake, Emma N. Plank, Evelyn Beyer, William H. Mills and Garry L. McDaniels, Barbara Edmonson, and Samuel J. Braun (who presents an historical review of nursery education for disadvantaged children). (KW)

ABSTRACT 22856

EC 02 2856 ED N.A.
Publ. Date Jul 67 180p.
Lilley, Irene M., Ed.
Friedrich Froebel: A Selection from His Writings.
EDRS not available
Cambridge University Press, 32 East 57th Street, New York, New York 10022 ($4.75).

Descriptors: early childhood education; educational history; educational philosophy; kindergarten; child development; preschool learning; educational theories; Froebel (Friedrich)

Extracts from Froebel's writings are arranged by topic to show the development of his educational doctrines. A group of letters give Froebel's impressions during his younger years and the reasons he chose teaching as a vocation. Another section presents basic principles expressed in his major work, The Education of Man. Other sections on the young child, and the child and the school, contain his observations on child development, pedagogics of kindergarten, and plans for developing a kindergarten and an institution for the education of the poor. The editor provides introductory comments for each section of extracts and a general introduction discussing Froebel's educational ideas, the Froebelian movement, and texts, translations, and major critiques of his writings. (KW)

ABSTRACT 22899

EC 02 2899 ED 040 551
Publ. Date Jun 70 698p.
Cognitive Development in Children: Five Monographs of the Society for Research in Child Development.
Society For Research In Child Development, Lafayette, Indiana
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($10.75).

Descriptors: cognitive processes; cognitive development; early childhood; language development; mathematics; perceptual development; intellectual development; foreign countries; research; thought processes; Piaget (Jean)

Five conference reports that originally appeared as monographs of the Society for Research in Child Development concern cognition in young children. Included in a section on thought are articles on Piaget and his theories, computer simulation intellectual development. The development of perception, mediating responses, verbal factors in discrimination, styles of conceptualization, equivalence transformations, mathematical models, and Soviet research are discussed. Six articles consider language acquisition (the development of grammar, syntax, verbal behavior, linguistic structure, and nonaphasic disorders), while seven describe mathematical learning. European research in cognitive development is discussed: operational thought and symbolic imagery, formal reasoning in test situations, the evolution of thought, problem solving and past experience, speech and thought in subnormality, perceptual development in preschoolers, development of higher nervous activity, and the formation of identity of visual characteristics of objects seen successively. (RJ)

ABSTRACT 23000

EC 02 3000 ED N.A.
Publ. Date 66 548p.
Kidd, Aline H., Ed.; Rivoire, Jeanne L., Ed.
Perceptual Development in Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($12.50).

Descriptors: perceptual development; child development; visual perception; auditory perception; theories; cognitive development; physiology; affective behavior

Studies and discussions by psychologists of perceptual development are assembled in a book designed as a supplement to developmental and experimental texts rather than as a text itself. Taken as a whole, the book examines perception as part of a complex of processes (affective, social, conceptual, speech acquisition) which all affect the course and content of perceptual processes. Major sections of the book are: Physiological Factors in the Development of Perception, Theories of Perception, Visual and Auditory Perception, Social Aspects of Perception, Affective Aspects of Perception, and Cognitive Aspects of Perception. In each area, reviews of the literature and some indication of research in progress are given. Wherever possible, theoretical formulations are also given. The emphasis is upon the place of perceptual-cognitive development in the course of childhood development, and its relationship to nearly all other aspects of the whole existence of the child--perception is not separated from the rest of experience, in the view of the authors and editors. (KW)

ABSTRACT 23004

EC 02 3004 ED N.A.
Publ. Date 68 172p.
Adler, Sol
The Health and Education of the Economically Deprived Child.
EDRS not available
Warren H. Green, Inc., 10 South Brentwood Boulevard, St. Louis, Missouri 63105 ($7.50).

Descriptors: exceptional child education; disadvantaged youth; economically

disadvantaged; environmental influences; educationally disadvantaged; culturally disadvantaged; health programs; early childhood education; learning disabilities; tests; learning readiness

In a volume for educators, public administrators, and social scientists concerned with the education and habilitation of the poor child, practical guidelines for environmental engineering to help economically deprived youth are given. Attention given to economic, constitutional (health), and educational deprivation points to the necessity of preschool training to help overcome sensory, cognitive, and affective problems, and of changes in the structure and administration of elementary schools and teacher education programs. The author stresses the ineffectiveness of current health and education programs to erase such factors as sensory deprivation, cognitive impairment, and distortion of motivation. Major sections of the book treat the sociology of poverty (definition, different kinds, causes), characteristics of the culturally different child, child health, prevention and treatment of health problems, the detrimental effects of the psychosocial environment on educational development, how to change elementary schools, learning disorders stemming indirectly from poverty (psychoneurological influences) and what can be done (clinical education). Appendixes contain information related to testing and educational diagnosis, and habilitating the communicative (cognitive) dysfunctions through a basic readiness program for the perceptual, conceptual, and language functions. (KW)

ABSTRACT 23114

EC 02 3114 ED N.A.
Publ. Date 67 499p.
Hellmuth, Jerome, Ed.
Disadvantaged Child Volume 1.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, Northeast, Seattle, Washington 98105 ($10.00).

Descriptors: exceptional child research; disadvantaged youth; educational methods; educational needs; child rearing; heredity; culturally disadvantaged; teacher education; preschool education; reading difficulty; student adjustment; urban education; child development; educational planning; cognitive development

Articles in the collection on disadvantaged children concern the effects of child rearing patterns, familial mental retardation, theories and methods in special education, the disadvantaged child in school, and urban education in the North. Papers also consider the education of the culturally deprived child, pedagogical and psychosocial adjustment problems, innovations in assessing potential, essential aspects in education programs for the socially disadvantaged, and teacher preparation. Also discussed are the psychological basis for preschool enrichment, the relevance of developmental and psychodynamic concepts, prekindergarten education, instructional planning, and preschool education in poor communities. Additional information is provided on reading retardation, cognitive competence and symbolization level, the social context of language acquisition, and selected readings on the disadvantaged child. (JM)

ABSTRACT 23118

EC 02 3118 ED N.A.
Publ. Date 64 547p.
Hoffman, Martin L., Ed. Hoffman, Lois W., Ed.
Review of Child Development Research Volume 1.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($9.50).

Descriptors: early childhood; child development; research reviews (publications); child care; sexuality; discipline; concept formation; group experience; peer relationship; mass media; productive thinking; moral values; behavior development; neurology

Papers are presented on the effects of infant care by Bettye Caldwell, separation from parents during early childhood by Leon Yarrow, sex typing and sex role identity, by Jerome Kagan, and the consequences of parental discipline by Wesley Becker. Additional discussions concern the attainment of concepts (Irving Sigel), the effects of early group experience (Joan Swift), peer relations in childhood (John Campbell), and the effects of mass media (Eleanor Maccoby). Articles also are concerned with productive thinking by James Gallagher, the development of moral character and idealogy by Lawrence Kohlberg, genetics and behavior development by Gerald McClearn, and neural substrates of postnatal development by Madge Scheibel and Arnold Scheibel. (JM)

ABSTRACT 23164

EC 02 3164 ED 039 385
Publ. Date Apr 70 123p.
Early Childhood. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; early childhood; educational diagnosis; educational television; instructional materials; identification; multiply handicapped; remedial instruction; parent education; preschool programs; reading skills; elementary grades; conference reports

The report includes papers presented on early childhood at the 1970 convention of the Council for Exceptional Children. Discussions are concerned with the effectiveness of teaching selected reading skills to children 2 to 4 years by television by Barbara J. Dunn, educational materials as an aid in evaluation of preschool multihandicapped children by Ronnie Gordon, and the use of instructional materials with multihandicapped preschool children by Carol Halliday. Additional papers present a progress report of a project in early identification and remediation of learning problems in elementary school children attempting to increase classroom success by James Barnard, and a panel of research findings with programs for preschool children and parents by Merle B. Karnes. (JM)

ABSTRACT 23222

EC 02 3222 ED N.A.
Publ. Date 67 189p.
Holt, John
How Children Learn.
EDRS not available
Pitman Publishing Corporation, 20 East 46th Street, New York, New York 10017 ($4.95).

Descriptors: preschool children; children; adults; cognitive processes; learning processes; preschool learning; games; experiments; mathematics; speech; reading; athletics; art

Preschool children, school children, and some adults in effective learning situations are described. The examples of learning have been collected from the author's personal observations and attempt to show the natural learning style of young children. Examples are grouped into games and experiments; talk; reading; sports; art, math, and other things; and the mind at work. (MS)

ABSTRACT 23226

EC 02 3226 ED N.A.
Publ. Date 68 385p.
Dittmann, Laura L., Ed.
Early Child Care: The New Perspectives.
EDRS not available
Atherton Press, Inc., 70 Fifth Avenue, New York, New York 10011 ($9.95).

Descriptors: child care; child development; preschool children; infancy; child care centers; early experience; environmental influences; culturally disadvantaged; child rearing; foreign countries; childhood needs; research projects

Theories and practices related to the care of the preschool child--both advantaged and disadvantaged, normal and handicapped or disturbed--are analyzed. Discussions consider the needs of the child, safe-guards, psychological effects of various types of care. Current literature is reviewed, as are current child-care practices in other countries and major research programs. A section on development and individuality discusses conceptualization of the early environment, each of the first three years of life, and individualization of care. Procedures are discussed in terms of assessment, the role of stimulation in models for child development, and design of functional environment to facilitate behavioral development. A consideration of contemporary programs reviews patterns of child care in poor families (and

implications for service programs), and group care of infants in other countries. New research in the prevention of culturally determined mental handicaps is also outlined. (KW)

ABSTRACT 23268

EC 02 3268 ED N.A.
Publ. Date 70 123p.
Reger, Roger, Ed.
Preschool Programming of Children with Disabilities.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.50).

Descriptors: exceptional child education; handicapped children; preschool education; program planning; summer programs; identification; preschool evaluation; language development; perceptual motor coordination; instructional materials; visually handicapped; aurally handicapped; parents

Intended for those interested in educational programing for preschool children, particularly special education for handicapped children, the book contains chapters from several contributors. An introduction is written by Roger Reger. Lois Moulin and Sandra Perley describe a preschool summer program. Timothy Rochford discusses identification of preschool children with learning problems. The topic of evaluating children is considered by Marian Koppmann. Language development of the preschool child is treated by Wendy Schroeder. Dan Teach discusses perceptual motor development in the young child in three chapters. Materials for the preschooler are considered by Suzanne Roberts, and Nancy Detrick discusses a teacher's reference to preschool materials. Jeanette Burke discusses visually handicapped children, and Beth Chapman Ringquist treats the child with hearing difficulties. Mary Lang and Joan Cobb present a parent's view of preschool programs. (MS)

ABSTRACT 23517

EC 02 3517 ED N.A.
Publ. Date 54 40p.
Gesell, Arnold
The Ontogenesis of Infant Behavior. The Bobbs-Merrill Reprint Series in the Social Sciences.
EDRS not available
The Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis 6, Indiana ($0.50).
Reprinted From Manual Of Child Psychology, 2nd Edition.

Descriptors: child development; behavior development; mental development; motor development; growth patterns; infant behavior; individual differences

Development of the human infant during the first two years is discussed. Comparisons of human and infrahuman species are noted. Principles of developmental morphology and general sequences of early behavior growth are considered. The ontogeny of infant behavior is discussed in terms of five principles of development: developmental direction, reciprocal interweaving, functional asymmetry, individuating maturation, and regulatory fluctuation. Also considered are individual differences in growth and the process of mental growth. (MS)

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